



Sterling School

99 John McCarroll Way
Greenville, SC 29607

Grades	PK-8 Elementary School	
Enrollment	746 Students	
Principal	David M. Johnstone	864-355-4480
Superintendent	Mr. Burke Royster	864-355-3100
Board Chair	Mr. Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Excellent	Excellent
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Excellent
2008	Excellent	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2011-12 whose 2010-11 test scores were located

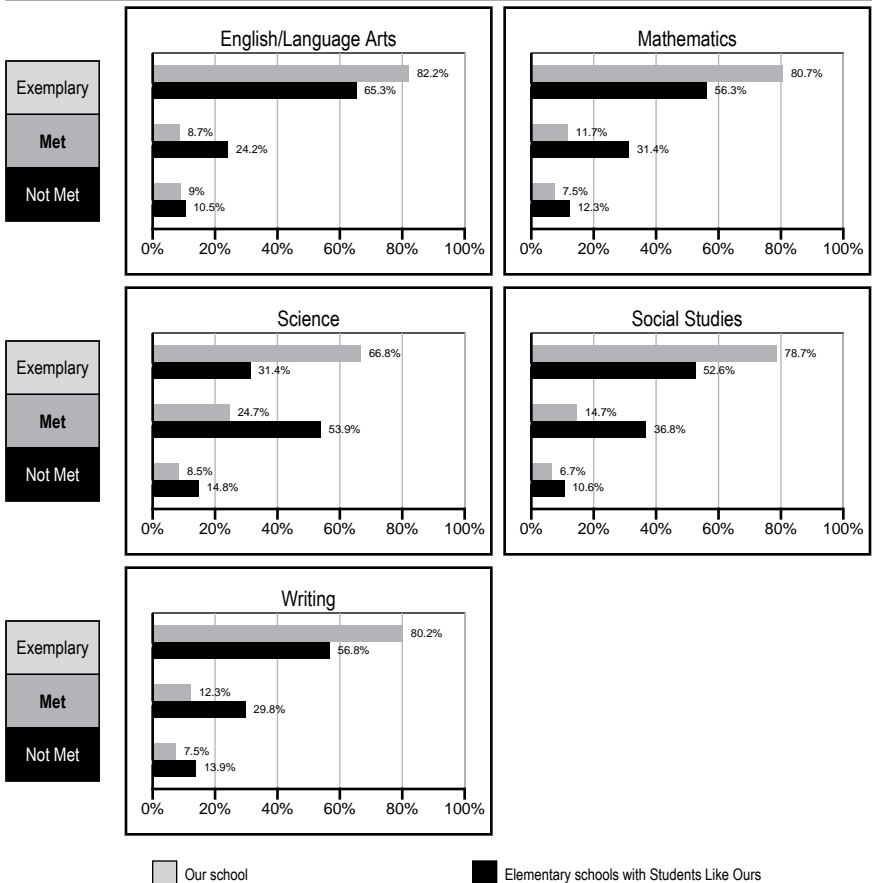
98.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
25	0	0	0	0

* Ratings are calculated with data available by 11/07/2012.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=746)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 1.1%	0.7%	1.0%
Attendance rate	97.6%	Up from 97.4%	97.1%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=42)				
Teachers with advanced degrees	52.4%	Up from 51.4%	66.0%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	89.1%	Down from 91.6%	90.8%	88.7%
Teacher attendance rate	94.5%	Down from 94.7%	95.0%	95.1%
Average teacher salary*	\$46,521	Down 5.2%	\$48,590	\$47,210
Professional development days/teacher	8.9 days	Up from 6.2 days	11.4 days	10.5 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	23.0 to 1	Down from 23.3 to 1	21.4 to 1	20.0 to 1
Prime instructional time	91.4%	Down from 92.1%	91.4%	90.5%
Opportunities in the arts	Excellent	Up from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.4%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,025	Down 8.8%	\$6,553	\$7,247
Percent of expenditures for instruction**	62.0%	No Change	69.5%	68.2%
Percent of expenditures for teacher salaries**	61.3%	Up from 61.0%	68.9%	65.7%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Sterling's School Improvement Council (SIC) has been working hard this year to help shape the direction of Sterling. The following report outlines much of what has been done this year by SIC highlights a few of the many accomplishments of Sterling. A key focus of the SIC was on school culture. We conducted multiple brainstorming sessions and developed a concrete understanding of how we hope to see Sterling's school culture develop over the next five years. The tag line "where the uncommon is common" came from those brainstorming sessions on school culture. We feel it does a great job of capturing what is unique and wonderful about Sterling, its students and teachers, as many wonderful, uncommon things happen at Sterling every day. However, this sentiment transcends school culture and represents all aspects of the school. Through our brainstorming over several sessions we developed a list of many items that we felt were indicative of the current culture as well as the culture that we want to see develop and flourish at Sterling School. Upon reflection, we realized that these lists of items fit neatly into two key objectives: inclusiveness and experiential learning.

Inclusiveness: Through this objective, the school seeks to create an environment in which students, teachers, parents and community members feel accepted and a part of the school. Inclusiveness values these roles and also appreciates and values the differences that each individual brings in fulfilling their respective roles.

Experiential Learning: Through this objective, the school seeks to encourage students and teachers to engage in the learning process in a manner that allows for learning from and through failure, risk taking and trial and error. This is consistent with the currently used approach of inquiry based learning, as many of the characteristics are seen in the current teaching. However, there is a desire to see this approach expanded, encouraged, and emphasized.

Accomplishments The school staff, PTA and School Improvement Council has been involved in the review and assessment of the Strategic Plan. In 2011, Sterling School received the Gold Award for General Academic Performance and the Silver Award for Closing the Achievement Gap. Finally, for the fourth year in a row, Sterling had a Top Ten Teacher of the Year Finalist. (Ms. Sara Newell 5th Grade)

Terrell Mills SIC Chair
David M. Johnstone Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	108	85
Percent satisfied with learning environment	97.4%	95.4%	98.8%
Percent satisfied with social and physical environment	92.3%	94.4%	95.3%
Percent satisfied with school-home relations	97.4%	93.5%	92.9%

* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	99.1
Overall Grade Conversion	A

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Sterling School school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☒ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.1%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	3.2%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	2.3%	0.0%	No
Student attendance rate	97.6%	94.0%*	Yes

* Or greater than last year

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Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	734.0	726.3	690.5	707.0	100.0	100.0
Male	730.2	735.8	697.6	707.8	100.0	100.0
Female	737.6	717.3	683.1	706.3	100.0	100.0
White	758.3	748.6	710.2	728.0	100.0	100.0
African American	651.1	643.2	619.4	638.4	100.0	100.0
Asian/Pacific Islander	758.0	776.2	725.3	751.1	100.0	100.0
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	656.5	650.5	627.3	639.7	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2011	3	104	100	5.1	2	92.9	94.9
	4	102	100	3.9	12.7	83.3	96.1
	5	75	100	N/AV	N/AV	N/AV	100
	6	75	100	N/AV	N/AV	N/AV	100
	7	68	100	N/AV	N/AV	N/AV	100
	8	71	100	N/AV	N/AV	N/AV	100
2012	3	111	100	8.1	5.4	86.5	91.9
	4	120	100	11.2	10.3	78.4	88.8
	5	110	100	7.6	10.5	81.9	92.4
	6	75	100	N/AV	N/AV	N/AV	100
	7	74	100	N/AV	N/AV	N/AV	100
	8	64	100	N/AV	N/AV	N/AV	100
Mathematics							
2011	3	104	100	5.1	3.1	91.8	94.9
	4	102	100	2	6.9	91.2	98
	5	75	100	N/AV	N/AV	N/AV	100
	6	75	100	N/AV	N/AV	N/AV	100
	7	68	100	N/AV	N/AV	N/AV	100
	8	71	100	N/AV	N/AV	N/AV	100
2012	3	111	100	9.9	9	81.1	90.1
	4	120	100	8.6	12.1	79.3	91.4
	5	110	100	3.8	14.3	81.9	96.2
	6	75	100	N/AV	N/AV	N/AV	100
	7	74	100	N/AV	N/AV	N/AV	100
	8	64	100	N/AV	N/AV	N/AV	100
Science							
2011	3	50	100	4.1	10.2	85.7	95.9
	4	102	100	5.9	21.6	72.5	94.1
	5	38	100	N/AV	N/AV	N/AV	100
	6	37	100	N/AV	N/AV	N/AV	100
	7	68	100	N/AV	N/AV	N/AV	100
	8	35	100	N/AV	N/AV	N/AV	100
2012	3	55	100	10.9	18.2	70.9	89.1
	4	120	100	9.5	34.5	56	90.5
	5	55	100	3.8	9.6	86.5	96.2
	6	37	100	N/AV	N/AV	N/AV	100
	7	74	100	N/AV	N/AV	N/AV	100
	8	32	100	N/AV	N/AV	N/AV	100

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	3	54	100	6.1	6.1	87.8	93.9
	4	102	100	3.9	13.7	82.4	96.1
	5	37	100	N/AV	N/AV	N/AV	100
	6	38	100	N/AV	N/AV	N/AV	100
	7	68	100	N/AV	N/AV	N/AV	100
2012	8	36	100	N/AV	N/AV	N/AV	100
	3	56	100	5.4	10.7	83.9	94.6
	4	120	100	7.8	15.5	76.7	92.2
	5	55	100	5.7	17	77.4	94.3
	6	38	100	N/AV	N/AV	N/AV	100
	7	74	100	N/AV	N/AV	N/AV	100
	8	32	100	N/AV	N/AV	N/AV	100
Writing							
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	75	100	N/AV	N/AV	N/AV	100
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2012	8	71	100	N/AV	N/AV	N/AV	100
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	110	100	7.5	12.3	80.2	92.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	64	100	N/AV	N/AV	N/AV	100

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